

2024 Annual Report to the School Community

School Name: Buxton Primary School (1669)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 06 May 2025 at 05:17 PM by Sarah Irving (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 07 May 2025 at 02:21 PM by Sarah Irving (Principal)

HOW TO READ THE ANNUAL REPORT

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Buxton Primary School was established in 1875 and continues to be an integral and important part of the Buxton community. It is situated at the foot of the Cathedral Range in the Acheron Valley within the Shire of Murrindindi. At Buxton Primary School our mission is to provide a positive learning environment that places a high value on lifelong learning, through believing in and supporting students to achieve their full potential in all areas of the curriculum. This mission is firmly based on our core values of Kindness, Fairness and Growth. Buxton Primary School is committed to continuous improvement and dedicated to ensuring that all students achieve at their highest capacity. We are proud of our focus on identifying and meeting the educational, wellbeing and interpersonal needs of each student. Our school implements the Victorian Curriculum from Foundation to Year 6 and provides a range of specialist programs including PE, Library, Art, Music, Drama and LOTE. We are one of only 12 schools in Victoria to offer an Indigenous Language and Culture Program, taught by a respected local elder and linguist of the Taungurung people. Our Inquiry program makes strong links with the local environment and community. The school is set in a uniquely beautiful physical environment with extensive grounds which includes a Land for Wildlife area. We undertake excursions and camps throughout the year, including a swimming program, cross country skiing at Lake Mountain, Kids Teaching Kids, Cathedral Cluster sporting events, school sleepover and a combined small schools camp. Buxton Primary School is committed to continuous improvement and excellence in all aspects of learning and teaching. Our school provides our students with a nurturing, safe and high-quality learning environment within excellent facilities.

Buxton Primary School successfully runs a School Council managed Out of School Hours Care Program, including before and after school care and a holiday program. This program supports current school families and other local families, and will continue to encourage future enrolments. Student enrolments increased from 21 to 28 in 2024 (February to November). We continued to offer personalised learning opportunities with excellent teacher to student ratios with two small classes for literacy and numeracy four days per week. This model enabled us to carefully target the learning needs of students with greater learning differentiation and small group teaching. Individual and small group learning intervention was provided through the Tutor Learning Initiative for the full school year. The Student Family Occupation Education Index (SFOE) was 0.4695, in the medium range when compared to the state average. Our staffing profile was made up of 4.0 FTE teachers and 2.6 Education Support (classroom and administration). Our students, staff and the broader school community have created a unique school that places an emphasis on community and puts students at the heart of every decision. The distinctive culture of the school, its relationship with the local community, its strength in supporting student wellbeing and its wide variety of programs ensure that Buxton Primary School continues to be a vibrant learning community and a school of choice.

Progress towards strategic goals, student outcomes and student engagement

Learning

Student learning outcomes were strengthened in 2024, as evidenced through both teacher judgements and standardised testing methods such as the Progressive Achievement Tests (PAT). Teacher judgements identified that 92% of students are achieving at or above the expected level in English (above similar schools at 79%) and 100% at or above the expected level in Mathematics (above similar schools at 83%). Our 2024 Year 3 and Year 5 student cohorts were not large enough to have access to deidentified NAPLAN data. Our improvement focus for teaching and learning was on Mathematics, with teacher professional learning, revised curriculum planning and documentation, and changes to how Mathematics lessons were taught. We implemented the new Mathematics Victorian Curriculum 2.0 for the full 2024 school year. Staff professional learning was again supported by our work with the Small Schools Professional Learning Community (PLC) with other schools in the Cathedral and Outer Shepparton Network. Small class sizes and student to teacher ratios averaging 1:12 continued to have a positive impact on students receiving targeted teaching at their point of need. The Tutor Learning Initiative supported students needing catch up in literacy or numeracy.

Wellbeing

In 2024, we continued our implementation of the Mental Health in Primary Schools Initiative and the first phase of the rollout of the Disability Inclusion program. Student mental health and wellbeing was supported by a comprehensive range of supports, including occupational therapy, speech therapy and music therapy. Student support groups, individual education plans and behaviour support plans with regularly updated and reviewed to ensure that students were able to access their learning programs. Staff professional learning included trauma-informed practice, disability inclusion, child safe, first aid and our school based flow chart for raising concerns and/or wellbeing issues. Key staff participated in the Cathedral and Outer Shepparton Wellbeing Community of Practice (COP).

Due to inconsistent numbers of students in years 4 - 6, the Student Attitudes to School Survey data is not accessible for 2024. To better track and be able to respond to students' feelings about school and their own wellbeing, we implemented our own student wellbeing survey each term. The survey was based on the one by the Collaborative for Academic, Social and Emotional Learning (CASEL), but modified to fit the Buxton PS context and align it more closely with the Attitudes to School Survey modules. The data from this survey was used to identify students who may need extra support and track wellbeing over time. Staff wellbeing is strongly correlated to student wellbeing, and staff survey results indicated a 89% positive response for 'school climate', well above the state average (78%).

Engagement

Student engagement improved in some areas in 2024, however the average number of student absence days did increase due to a couple of complex cases and some long family holidays. Promotion of the importance of school attendance in the school newsletter and close follow up of unexplained absences and complex cases helped build the connection between school and home. Overall parent engagement was 100% positive, with particular strengths in Parent Engagement (93%), Connection and Progression (94%) and School Ethos and Environment (98%). Student feedback on engagement at school was collected through class discussions, feedback conversations and student wellbeing survey evidence collected by teachers and the Wellbeing Coordinator. Highlights for Student Engagement included:

- All students participating in the end of year play, co-written by students and teachers with all students taking on speaking roles
- Continued implementation of the Berry Street Education Model of trauma-informed practice
- Small Schools Camp to Phillip Island with Wunghnu PS, Dookie PS and Zeerust PS
- Excursions to the Arts Centre Melbourne, Lake Mountain and incursions for circus skills and gymnastics

Financial performance

Location	Buxton Primary School (01166900)		
Pay Period	Reconciliation	Published	End Date
		Section 1 Credit	Section 2 Cash
Funds Available			
Budget - Current Year		509,127	85,533
		509,127	85,533
Expenditure			
Projected Expenditure		-506,451	-85,533
		-506,451	-85,533
Projected Balance		2,676	0
Surplus available to school		2,676	
Accumulated Balance			
Carry forward from 2023		15,683	

In 2024, Buxton Primary School continued to be in a strong financial position, with funds used carefully to maximise outcomes for our current students, leaving a small surplus of \$2,676. The School invested in an increased staffing profile to support targeted student learning and wellbeing. We were able to offer smaller class sizes and provide a broad range of teaching and learning programs and cross curricular experiences using our equity and disability inclusion funding. \$75,000 grant funding was received to deliver a successful School Council managed Out of School Hours Care program. The Bushfire Preparedness Program provided \$20,000 to undertake bushfire risk minimisation works. Mental Health Fund initiatives included increased teaching staff, providing music therapy, occupational therapy and school based wellbeing programs.

For more detailed information regarding our school please visit our website at buxtonps.vic.edu.au

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 21 students were enrolled at this school in 2024, 10 female and 11 male.

0 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

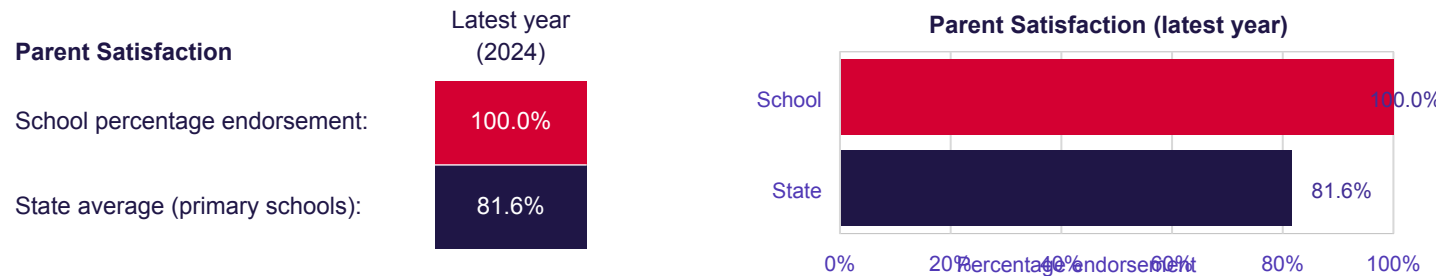
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: **Medium**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.



School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

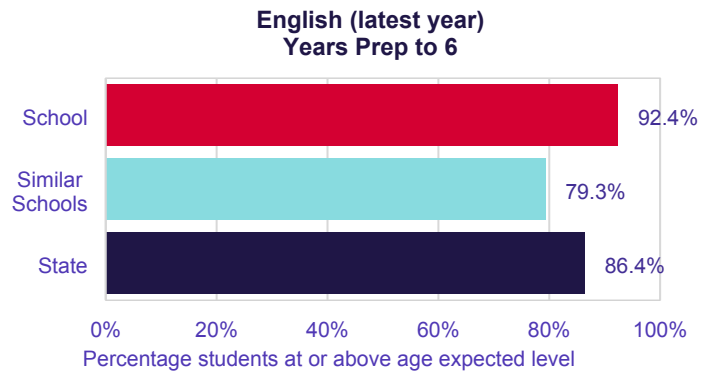
92.4%

Similar Schools average:

79.3%

State average:

86.4%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

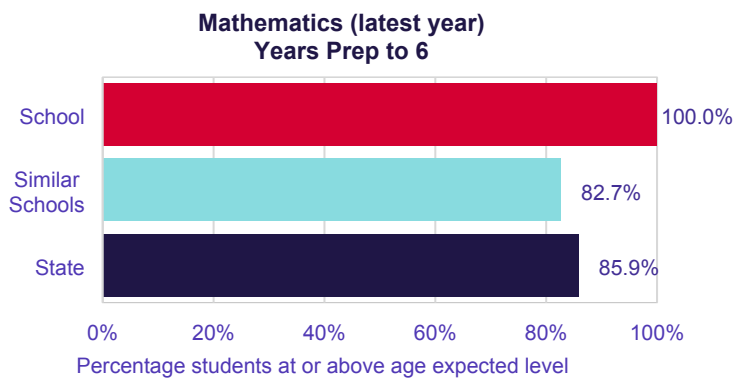
100.0%

Similar Schools average:

82.7%

State average:

85.9%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

Reading Year 3

Latest year
(2024) 2-year
average

School percentage of students
in Strong or Exceeding:

NDP NDP

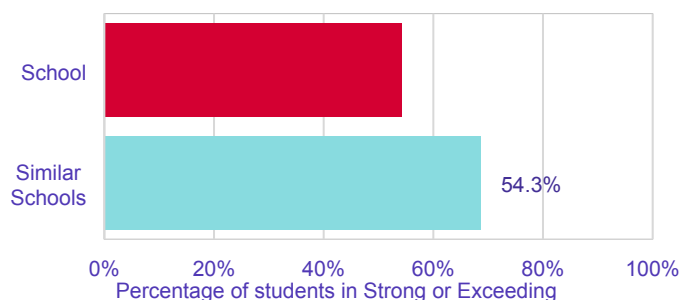
Similar Schools average:

54.3% 57.2%

State average:

68.7% 69.2%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year
(2024) 2-year
average

School percentage of students
in Strong or Exceeding:

NDA NDP

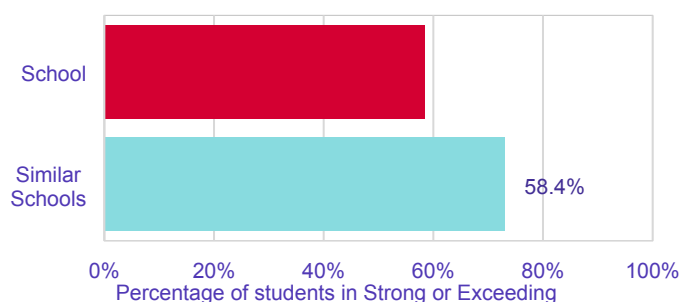
Similar Schools average:

58.4% 65.1%

State average:

73.0% 75.0%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year
(2024) 2-year
average

School percentage of students
in Strong or Exceeding:

NDP NDP

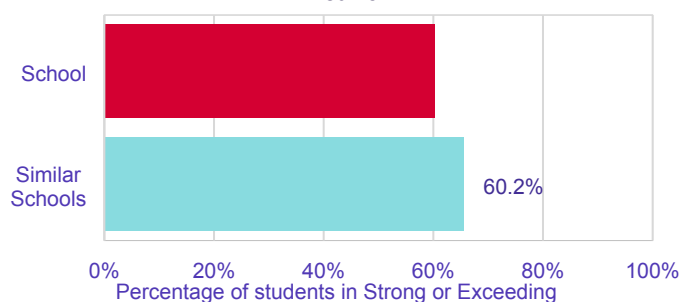
Similar Schools average:

60.2% 61.6%

State average:

65.5% 66.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year
(2024) 2-year
average

School percentage of students
in Strong or Exceeding:

NDP NDP

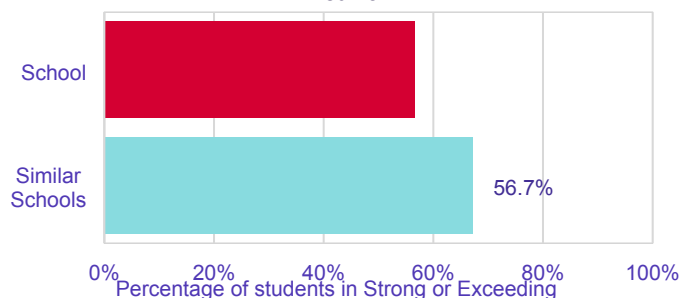
Similar Schools average:

56.7% 57.5%

State average:

67.3% 67.6%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

NDA

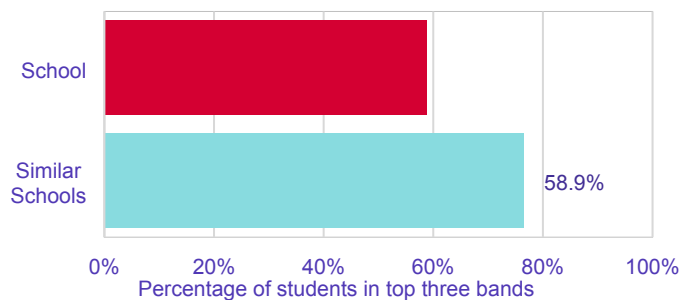
Similar Schools average:

58.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

NDP

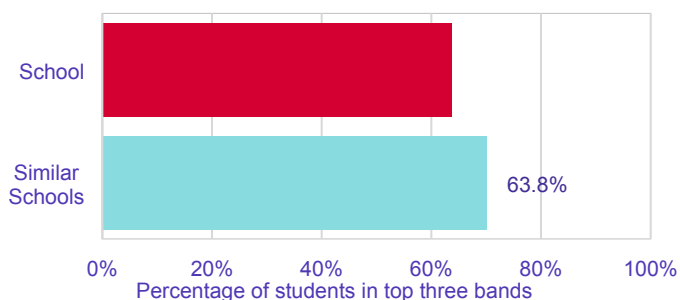
Similar Schools average:

63.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

NDP

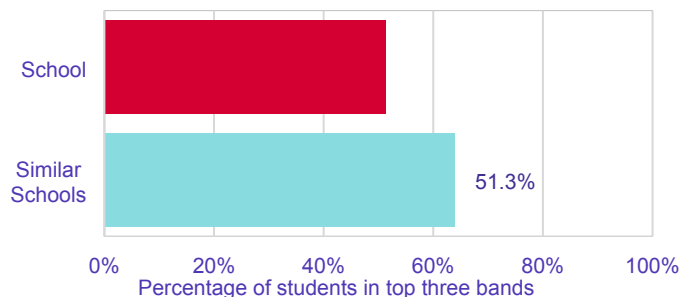
Similar Schools average:

51.3%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

NDP

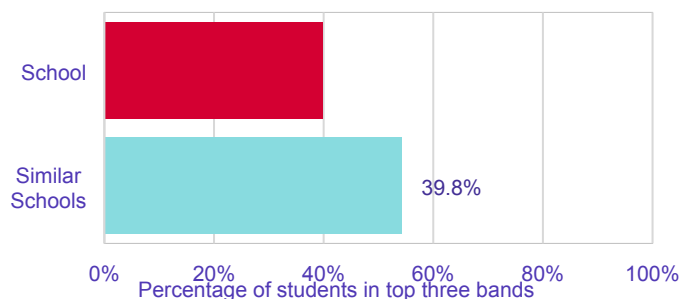
Similar Schools average:

39.8%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

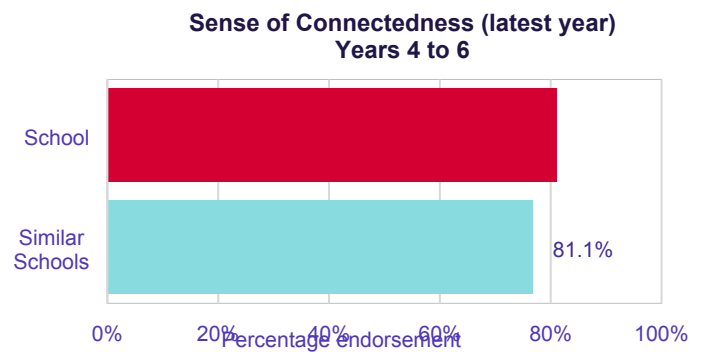
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	NDP	80.2%
Similar Schools average:	81.1%	83.8%
State average:	76.8%	77.9%

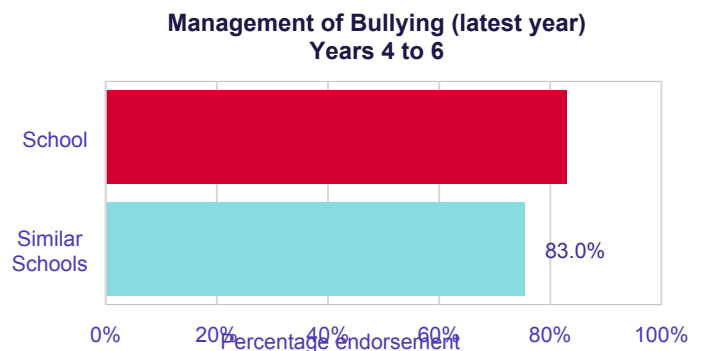


Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	NDP	75.0%
Similar Schools average:	83.0%	85.2%
State average:	75.5%	76.3%

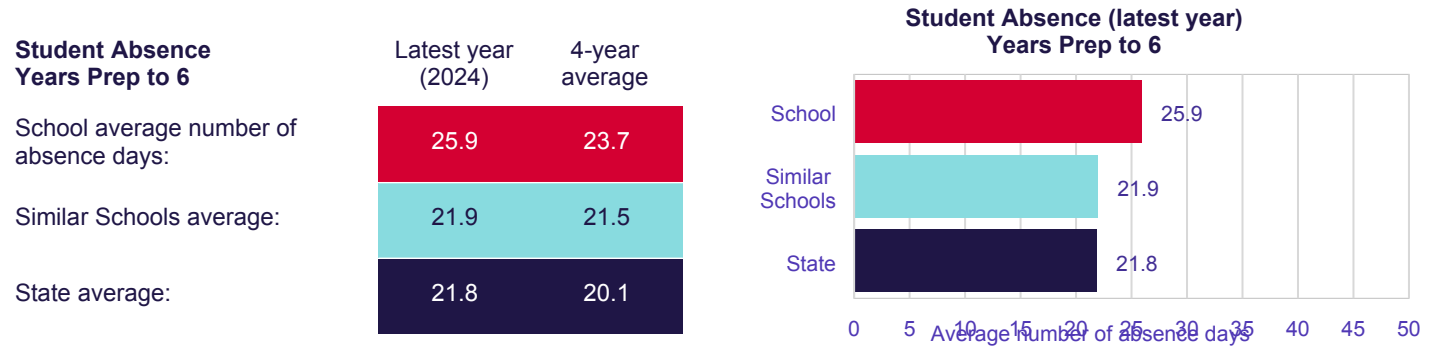


ENGAGEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	90%	93%	89%	75%	NDP	86%	NDP

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$509,127
Government Provided DET Grants	\$129,413
Government Grants Commonwealth	\$77,262
Government Grants State	\$0
Revenue Other	\$9,921
Locally Raised Funds	\$48,487
Capital Grants	\$0
Total Operating Revenue	\$774,211

Equity ¹	Actual
Equity (Social Disadvantage)	\$11,972
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$11,972

Expenditure	Actual
Student Resource Package ²	\$506,451
Adjustments	\$0
Books & Publications	\$182
Camps/Excursions/Activities	\$29,634
Communication Costs	\$1,255
Consumables	\$11,272
Miscellaneous Expense ³	\$5,096
Professional Development	\$3,525
Equipment/Maintenance/Hire	\$13,221
Property Services	\$28,639
Salaries & Allowances ⁴	\$157,678
Support Services	\$31,586
Trading & Fundraising	\$11,287
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$8,529
Total Operating Expenditure	\$808,353
Net Operating Surplus/-Deficit	(\$34,142)
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$10,364
Official Account	\$39,206
Other Accounts	\$0
Total Funds Available	\$49,569

Financial Commitments	Actual
Operating Reserve	\$50,488
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$6,000
School Based Programs	\$41,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,369
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$98,857

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.